# Lynnfield Primary School

# Behaviour Curriculum

**Nurturing hearts, inspiring minds: changing futures**



## Behaviour Curriculum Intent:

We believe that, for pupils to be successful in their learning it is essential that their mental health and well-being has been supported. It is widely known that 'All behaviour is communication' (Bennathan, 2012) and best practice demonstrates the use of positive relationships being the route to resolving difficulties. Central to our work is the principle of nurture. We endeavour to build a learning community which at its core promotes respect, tolerance and empathy for others. We actively teach our pupils to take personal responsibility for their actions and to understand how to make positive choices in order for them to become effective learners who are empowered to take increasing responsibility for their own learning.

As a community we value the integrated approach to mental health and behaviour and as a result our behaviour curriculum is developed to support both aspects. We seek to support pupils in holistic and equitable way, considering but not making excuses for pupil's background, current circumstances and life events, therefore as a team we are committed to:

- Providing a nurturing school with the 6 fundamental principles of nurture at the heart of what we offer:

    1. Classroom offers a safe base
    2. Children's learning is understood developmentally
    3. All behaviour is communication
    4. The importance of nurture for the development of well-being
    5. Language is a vital means of communication
    6. The importance of transitions in children's lives
- Embedding an explicitly taught behaviour curriculum that is clear and consistent for all pupils and adults considering their stage of development
- Supporting pupils to understand what positive behaviour looks like
- Ensuring all adults respond with a consistent approach to dealing with incidents of unacceptable behaviour
- Empowering pupils to make positive choices

## Culture for behaviour

| virtues: | Tolerance | Respect | Courage | Stickability | Calmness | Kindness |
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| **Key components** | • Positive behaviour for learning and expectations are explicitly taught in line with the curriculum and are regularly reviewed with pupils to ensure<br>• All adults will use a common language when giving instructions and when dealing with incidents<br>• Adults and pupils will employ active listening skills<br>• All adults will explicitly model the expectations for pupils, so that pupils can see behaviour expectations in action<br>• All adults will ensure that routines are embedded and followed to provide consistency for pupils<br>• Adults and pupils will work together to develop trusting, respectful, reciprocal relationships |

Our Mental Health and Behaviour policy is based on three identified school rules, our pupils require theoretical and practical modelling to aid them in understanding the rules.

| Overarching school rules | Ready | Respectful | Safe |
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| **I can show this by:** | 1. Being on time for school everyday<br>2. Having my equipment out ready to start the lesson<br>3. Showing active listening - eyes looking, ears listening, mouths closed<br>4. Stopping and giving full attention of looking at the person, emptying my hands, stop talking when I hear 'team stop!'<br>5. Wearing my uniform for school and PE<br>6. Taking part in all of my lessons<br>7. Lining up in single file | 1. Listen to the adults when they are talking<br>2. Being polite saying 'please and thank you'<br>3. Waiting for my turn<br>4. Waiting until someone has finished talking before I speak<br>5. Respecting and valuing differences of others<br>6. Walking through school quietly<br>7. Looking after the resources and equipment in my class and around school | 1. Picking up coats/bags from the floor<br>2. Following instructions -first time, every time<br>3. Being kind to others and not supporting unfriendly behaviour<br>4. Always walking around school and my class<br>5. Lining up quietly and keeping our hands and feet to ourselves<br>6. Staying safe online and only using my own log in details<br>7. Using equipment and resources safely |

## Steps to explicit teaching of the behaviour curriculum

1. Identify the specific behaviour expectation
2. Explicitly teach the behaviour you want to see (verbalise)
3. Model the behaviour you want to see (behaviour in action)
4. Practise the behaviour (pupils and adults together)
5. Notice expected behaviour (what we pay attention to we get more of)
6. Create a culture that allows pupils to excel at behaviour choices
7. Rigorously maintain the high standards set
8. ALL adults to follow the same expectations and micro scripts when dealing with unwanted behaviours
9. We speak in a calm voice and **DO NOT** shout
10. Follow the Mental Health and Behaviour blue print

## Inclusion

The behaviour curriculum is set out in key stages of development. It is important that pupils working at a lower developmental stage than their chronological age, should be exposed to the expectations of their age group whilst adults also being mindful of their stage of development. Where this occurs, it will be addressed sensitively on an individual pupil basis following their bespoke plan. We have additional practices and provisions in place that can be utilised when necessary to support pupils:

| | **Nurture School Status** | **Nurture groups** | **Team Teach** | **Attachment and trauma informed practice** | **Play Therapy** | **ELSA** | **Alliance** |
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| **What?** | We are accredited as NurtureUK school for the work we have done around pupils social, emotional, mental health needs | At Lynnfield there are 3 nurture groups running.<br>A classic nurture group for pupils in R-Y3.<br>SEMH nurture group.<br>An EAL provision for pupils newly arrived to the country with | An approach to positive behaviour support for pupils which is focused on de-escalation strategies and keeping pupils safe from harm | We are aware that pupils may have experienced complex trauma in their lives. | We employ a BAPT approved Play Therapist who works 4 days a week. | We have a team of ELSA trained professionals, who offer 1:1/small group sessions for pupils on specific issues. | Alliance Psychology's Mental Health Support Teams (MHST) work with schools to improve mental health and wellbeing for children and families. |

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| | | little or no English language. | | | | | |
| **How?** | Using the Boxall profile as emotional and social assessment tool adults can identify pupils who are struggling and plan a bespoke package of support to address concerns. | Pupils are supported within the provisions by a well-trained team, to make academic, social and emotional developmental progress. | Adults in school are trained to support pupils through the use of de-escalation and where a situation escalates adults can ensure safety of all through the use of positive physical intervention strategies. | We have plans in place that support pupils who have experienced complex trauma and often a 'Team around the child' is established to ensure the pupil has the opportunity to build positive connections with adults who are attuned to their needs. It may be necessary to devise trauma informed behaviour plans and risk assessment to ensure safety and wellbeing are maintained. | Our Play Therapist has a caseload of pupils. She holds therapy sessions in the play room once a week for 40 minutes per pupil. | ELSA trained practitioners work with pupils on a 1:1 or small group to support them to:<br>• Recognise, understand, and manage their emotions<br>• Build self-esteem<br>• Understand and manage anger<br>• Develop friendship skills<br>• Cope with loss and bereavement | • Evidence-based therapies and support<br>• Psychoeducational programs and workshops based on Cognitive Behaviour Therapy (CBT).<br>• Whole school approach to wellbeing<br>• Collaboration<br>• Training |

## Behaviour Curriculum Map

It is essential that the behaviour curriculum is a cyclical process to support pupils in retrieving previously taught behaviours for learning, routines and expectations. It allows opportunities for pupil to practice the practical application, therefore ensuring learning becomes embedded and stored in the long-term memory in the same way we do for the academic curriculum.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Behaviours for learning, routine and expectations** | School rules<br>Playground rules for equipment<br>Routines of lining up<br>Expectations in class and for unstructured times such as lunchtime | Revisit learning behaviours, expectations and routines<br>Explicitly teach expectations for external visits | Revisit learning behaviours, expectations and routines | Revisit learning behaviours, expectations and routines | Revisit learning behaviours, expectations and routines | Revisit learning behaviours, expectations and routines<br>Explicitly teach expectations for sports day |
| **Virtues link** | Courage | Tolerance | Stickability | Calmness | Respect | Kindness |
| **Assembly theme** | School virtues from a child's view<br>Understanding the global community<br>Appreciation of yourself<br>Be yourself wherever you are | Anti-Bullying<br>Cyber bullying<br>Homophobia | Personal Goals<br>Influential figures<br>The World | Mindfulness<br>Drugs & Alcohol education<br>Self-Esteeem<br>Lifestyle choices<br>Moral dilemmas | Friendships<br>Family<br>What is Love?<br>What does it mean to be happy?<br>Terrorism?<br>Conflict in the community<br>Resolving conflict | Sex & Relationships<br>Change in school year<br>Personal changes |
| **SMSC** | Democracy and mutual respect<br>Celebration assembly | Tolerance, respect, rule of law, liberty, tolerance Celebration assembly | Liberty, tolerance, rule of law<br>Celebration assembly | Respect, tolerance, liberty, rule of law<br>Celebration assembly | Democracy, respect, tolerance, rule of law<br>Celebration assembly | Individual liberty, rule of law , democracy<br>Celebration assembly |
| **PD link** | Protected characteristics book spine | Protected characteristics book spine<br>Crucial Crew Y6 | Protected characteristics book spine | Protected characteristics book spine | Protected characteristics book spine | Protected characteristics book spine |

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| **PSHE** | Being me in my world<br>PSHE charter<br>Classroom agreement<br>Contracting for safe space usage | Celebrating difference<br>Anti-bullying week | Dreams and Goals<br>Children's Mental Health Week | Healthy me | Relationships<br>Begin transition conversations | Changing me |
| **PE** | After school clubs commence<br>Identify JAPP pupils | Competitions | Swimming Y4-6 | Swimming Y4-6 | Swimming Y4-6<br>Show racism the red card | Swimming Y4-6<br>Sports day |
| **Computing** | Online safety | | Safer internet day | | | |
| **Wider community** | Fire Safety<br>Alliance assembly -who we are and what we do<br>Food bank | Police talks – gangs, knife crime | NSPCC assembly<br>Alliance assembly | World book day | Road safety<br>Bike safety Y5 | Water safety |

## Behaviour curriculum expectations by Key Stage

| Learning of Routines and expectations | Leos/Rising 3's and Nursery | Reception | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
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| **Transitions – in class** | • Learn the routine of carpet time – eyes looking, ears listening, mouths closed with support<br>• Learn to walk when moving around inside with support<br>• Learn to tuck chairs in with support<br>• Learn when we line up our hands are still, we face the front, we leave space in front of us and our voices are silent with support | • Learn when the teacher is talking – eyes looking, ears listening, mouths closed<br>• Learn to walk when moving around inside<br>• Learn to tuck chairs in with prompts<br>• Learn when we line up our hands are still, we face the front, we leave space in front of us and our voices are silent with prompts | • Listen when the teacher is talking – eyes looking, ears listening, mouths closed<br>• Always walk when moving around inside<br>• Tuck chairs in when you leave the table<br>• Respond to 1,2,3 to move from tables to carpet etc.<br>• Know when we line up our hands are still, we face the front, we leave space in front of us and our voices are silent<br>• | • Use active listening skills<br>• Move around the classroom safely<br>• Respond to 1,2,3 and on 3 stand behind tucked in chairs<br>• Actively show when we line up our hands are still, we face the front, we leave space in front of us and our voices are silent | • Use active listening skills<br>• Move around the classroom safely<br>• Follow instructions to stand behind chairs<br>• Actively show when we line up our hands are still, we face the front, we leave space in front of us and our voices are silent |
| **Transitions - moving around school** | • Learn that we walk together around school with support | • Learn that we always walk around school and on the left with prompts<br>• Learn that our voices are silent with prompts<br>• Learn that we walk one behind the other with prompts<br>• Learn that we pick up coats, bags, books from the floor | • Know that we walk on the left<br>• Know that we walk in silence<br>• Know that we walk in single file<br>• Know that we use good manners of holding doors open for others, allowing people to pass safely | • Actively show how we move around school both in a line and when on our own<br>• Actively show that we can keep our communal areas tidy and safe<br>• Show that we greet other children and adults politely | • Model for others how we move around school<br>• Keep our communal areas clean and tidy<br>• Greet other children adults with respect |

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| | | to stay safe with support | • Know that we pick up items from off the floor i.e. coats with prompts<br>• Know that we are polite and greet other children and adults with prompts | | |
| **Routines** | • Learn that 'team stop!' means we stop what we are doing, hold hand up and look at the adult | • Learn that 'team stop!' means we stop what we are doing, hold hand up and look at the adult | • Know and respond to 'team stop!' by emptying hands, switching of voices, look at the adult and raise hand to show listening without prompt | • Respond to 'team stop!' the first time it is said | • Respond to 'team stop!' the first time it is said |
| **Assemblies** | • Learn that we sit with our legs crossed with support<br>• Learn that we listen with voices silent to the speaker with support | • Learn that we sit on our bottoms with our legs crossed with prompts<br>• Learn that we listen with voices silent to the speaker with prompts<br>• Learn what assembly is and that we enter and leave the hall in silence with prompts<br>• Learn that we raise our hand to when asked to contribute | • Know to leave enough space in front of me before sitting down<br>• Know that we enter and leave the hall in silence<br>• Know that we wait until our whole class is in and then be seated in a straight line from front to back of the hall<br>• Know that we put our hand up when asked to contribute, otherwise we are silent<br>• Know that we participate actively and respectfully | • Ensure uniform is presentable i.e shirt tucked in, hoods down etc.<br>• Wait for my class to be ready and leave enough space in front of me before sitting down<br>• Put hand up when I am asked to contribute ideas, thoughts, reflections<br>• Participate actively and respectfully<br>• Remain silent throughout, with eyes on the speaker | • Model assembly expectations for other pupils |

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| **Outdoor play - Break/Lunchtimes** | • Learn that we walk from inside to outside with support<br>• Learn that we share the resources and take turns with support<br>• Learn that we keep sand and water in the tray with support<br>• Learn that we wear appropriate clothing i.e. wellies, sunhats etc. with support | • Learn that we walk from inside to outside with prompts<br>• Learn that we share the resources and take turns with support<br>• Learn that we keep sand and water in the tray with prompts<br>• Learn that we wear appropriate clothing i.e wellies, sunhats etc. with prompts | • Know that we walk from inside to outside<br>• Know that we stay outside and ask an adult to enter the building<br>• Know that resources are to be shared and should be treated carefully<br>• Know that we wear appropriate clothing for the activity/weather | • Know that our movement from inside to outside should be silent and safe<br>• Always ask an adult to enter the building<br>• Resources are for everyone and should be treated with respect<br>• We tidy away when instructed and place things where they belong<br>• We wear appropriate clothing for the weather/activity | • We model moving around school<br>• We only enter building with permission<br>• Resources are shared and respected, we model this for others<br>• All areas are tidy at the end of break/lunch<br>• We wear appropriate clothing and model this for others |
| **Lunchtime (lining up and dining hall)** | | • Learn that the whistle means stop!<br>• The adult will give an instruction to line up and I must follow it<br>• Learn that our voices are silent in the line with prompts<br>• Learn to respond to 'team stop!'<br>• Learn that when I am eating I use a knife, fork and spoon safely with support | • Know that the whistle means stop!<br>• Know that the adult will give a line up instruction and I must follow it<br>• Know that when we line up our voices are silent, we leave space in front of us, our hands and feet are still<br>• Know that 'team stop!' means I empty my hands, I look at the adult and I raise my hand | • Respond instantly to 'team stop!'<br>• Respond to the whistle by stopping and standing still<br>• Respond to the instruction to line up<br>• Line up following the expectations<br>• Use cutlery to eat my food when needed<br>• Talk to the person next to me in the dining hall<br>• Use good manners | • Model stopping at the whistle, lining up after instructed<br>• Use good manners<br>• Model positive expectations for the dining hall |

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| | | • Learn that in the dining hall, I stay in my seat until instructed with support<br>• Learn that I can talk to the person next to me and I use a quiet voice with support<br>• Learn that I put my hand up for an adult's attention with support<br>• Learn that I use manners of 'please' and 'thank you'<br>• Learn to only talk when I have no food in my mouth with prompts | • Know that I use a knife, fork and spoon safely<br>• Know that I stay seated until I am given an adult instruction<br>• Know that I use manner of 'please' and 'thank you'<br>• Know that we chew with our mouths closed<br>• Know we only talk when our mouths are empty | | |
| **Respect – manners** | • Learn to say or use the sign for please and thank you with support | • Learn to say please and thank you in context with prompts<br>• Learn to give eye contact when talking to someone (unless social need does not allow) with prompt | • Know that saying please when asking for something and thank you when you receive something/someone has done something nice<br>• Know that I wait until a person has finished speaking before I speak<br>• Know to give eye contact when talking to someone (unless | • Use manners of please and thank you in appropriate context<br>• Wait until a person has finished speaking before you speak<br>• Use manners of holding the door open for other children and adults<br>• Use manners of greeting others with 'good morning/afternoon' | • Model using manners of please, thank you, excuse me and greetings<br>• Model waiting for your turn to speak<br>• Model holding doors open for other children and adults<br>• Model active listening and communication skills |

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| | | | social need does not allow) | • Give eye contact when talking to someone (unless social need does not allow)<br>• | |
| **Ready to learn** | • Follow my turn, your turn with support<br>• Use listening ears when others are talking with support | • Follow my turn, your turn with prompt<br>• Access resources to support own learning with support<br>• Learn to treat equipment and resources carefully | • Follow my turn, your turn (hand gesture)<br>• Turn to your partner (hand gesture)<br>• Access resources to support own learning with prompts<br>• Know that equipment and resources should be looked after | • Actively engage in partner talk<br>• Good seating posture: 6 feet on the floor at the table<br>• Resources are tidy (before, during/after work)<br>• Access resources to support own learning<br>• Engage in partner talk with some guidance (think, pair, share)<br>• Ensure that equipment and resources should be treated with respect | • Use skills to engage in the lesson with independence<br>• Identify when seating position may be distracting and actively work with adults to resolve<br>• Independently have all resources out ready to start the lesson and are put away properly<br>• Engage in partner talk (think, pair, share)<br>• |
| **Ready to learn – attendance** | • Learn that I come to nursery every day with support | • Learn that I come to school every day with support | • Know that I come to school everyday<br>• Know that I need to be on time for school everyday<br>• Know that missing school has an effect on my learning | • Attend school every day<br>• Be on time for school everyday | • Model for others the importance of coming to school and being on time everyday |
| **Safety in school** | • Learn to wash hands after going to the toilet & before snack with support | • Learn to ask for the toilet, close the toilet door, flush the toilet and wash hands with prompt | • Learn to wash hands after going to the toilet, after blowing nose, sneezing and before lunch | • Know that you must play safely without hurting others | • Know that we must play safely without hurting others<br>• Know that in sports we keep calm and do |

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| | • Learn to put used tissues in the bin and wash hands with support<br>• Learn to share and join in without hurting anyone with support<br>• With guides, prompts and reminders we do not play fight as it can hurt others<br>• Learn that with support being kind, gentle, helpful and caring towards other is being a good friend<br>• With support and guidance playing safely ensures no one gets hurt | • Learn to put tissues in the bin and wash hands with prompt<br>• Learn to play safely without hurting anyone<br>• With a reminder keep peers safe as we do not play fight as it can hurt others<br>• Know that being kind, gentle, helpful and caring towards others is being a good, safe friend<br>• Know that playing safely means not to hurt anyone<br>• Learn the importance of keeping body parts private | • Learn 1 pupil per toilet cubicle to keep themselves safe<br>• Know and ensure that our body parts are kept private<br>• Talk about how they can stay safe in school<br>• Share unsafe situations with a familiar adult<br>• Know that we do not play fight as others may get hurt<br>• Know that we behave in a kind, caring, respectful and tolerant way with support<br>• Learn that our unkind words have an impact | • Know that we do not play fight as it may hurt someone<br>• Know that we behave in a kind, caring, respectful and tolerant way | not make physical contact with others as they may get hurt<br>• Behave in a way that shows kindness, respect and tolerance of all |
| **Behaviour and safety outside of school** | • Learn that I stay with a familiar adult outside of school with support | • Learn that I stay with a familiar adult outside of school with prompts<br>• Learn that if I get lost, I need to get help from a safe person i.e. shopkeeper, Police<br>• Learn that I should not talk to strangers | • Know that I should stay near a familiar adult<br>• Know that I should only play in places that familiar adults have agreed are safe<br>• Know that I should not wander away from agreed play spaces<br>• Know that I should not talk to strangers | • Know that I should tell a familiar adult where I am going<br>• Know that I should only play in places that familiar adults have agreed are safe<br>• Know that I should not wander away from agreed play spaces | • Make sure adults know where I am going and who with, agree a time to be home and stick to it<br>• Only go to places that have been agreed by my adults<br>• Report any incidents of online safety to an adult, do not engage in cyberbullying, talking and adding |

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| | | | • Learn how to keep myself safe online | • Know that I should not talk to or go off with strangers<br>• Know how to keep myself safe online Report any incidents of online safety to an adult, do not engage in cyberbullying, talking and adding people I do not know to my account<br>• Not telling people online any personal details about me<br>•<br>• Know that I should not take money, sweets or other items off strangers<br>• Know that I should not agree to do something I know is wrong<br>• Know how and where to seek help | people I do not know to my account<br>• Not telling people online any personal details about me<br>• Not agree to do things I know are wrong<br>• Seek help from safe adults |

**Note -** Adults to address each other respectfully using full title i.e Mrs French, rather than forename to model for pupils.

# Lynnfield routines

**Arriving to school**

1. Wait on the yard for the doors to open
2. Walk into school
3. Hang coats and bags on your peg
4. Go directly to your class
5. Sit down in your seat and follow the adult's instruction
6. Listen for your name on the register
7. Answer your name with 'good morning, Bonjour or other agreed greeting

**Team Stop!**

1. Adult says 'Team Stop!' and raises their hand as a signal
2. Empty hands
3. Eyes looking at the speaker
4. Voices silent
5. Speaker gives next instruction or piece of information

**Talk partners**

1. In agreed partners, the adult will use the gesture (hand over hands) that is pupils' cue to begin talk partner discussions
2. 'Team stop!' will be used to end discussion
3. Pupils may be given the opportunity to feedback

**Moving around school**

In our line we ensure…

1. Voices are silent
2. Hands are still
3. We leave enough space in front of us
4. We follow one behind the other
5. We walk on the left

**End of morning and afternoon session**

1. Adult says 'Team Stop!' and raises their hand as a signal
2. Follow signal and routine for 'team stop!'
3. Listen to the instruction of the adult to tidy resources away
4. Tuck chair under the table
5. Stand behind our chairs with voices silent, hands still
6. Follow the next adult instruction

**My turn, your turn**

1. Pupils will be showing active listening skills
2. Adult will use gesture (point to self-using whole hand, then point to pupils using whole hand)
3. Adult pointing to self, pupils to have silent voices and eyes looking at speaker
4. Adult points to pupils and they repeat

**Lining up**

1. Adult gives instruction to line up
2. One behind the other
3. Leave enough space in front
4. Voices silent
5. Hands are still
6. Wait for the next adult instruction

**Assembly**

1. We enter the hall in one single line
2. We are silent
3. We face the front at all times
4. Adult will lead the line
5. Pupils to be seated when the whole class is in the hall
6. Pupils to leave enough seating space in front of them
7. Sit with legs crossed and hands still
8. Eyes on the speaker
9. Join in and be respectful
10. Raise hand to provide contributions when asked
11. At the end of assembly, the adult will dismiss class by class
12. Stand quietly when it's your classes turn
13. Whilst waiting to be dismissed voices remain silent

## Links to the curriculum, wider school offer and curriculum drivers

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| PSHE | Assemblies | Extra -curricular clubs | School virtues | School Librarians | Celebration of Success (assembly) | Educational visits | RE |
| RSE | School Virtues & book spine | The arts | Computing – online safety | School Council | Eco Warriors | Butterflies | Play Leaders |
| Fundamental British Values | Caterpillars | Nurture Schools Status | Physical education | Enrichment – visitors, celebrations | Young Interpreters | OPAL | Personal Development Protected Characteristics book spine |

